

PROFESSIONAL COMPETENCE OF ENGLISH LANGUAGE TEACHERS IN UZBEKISTAN

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Teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. This process helps teachers to bridge the gap between theory and practice, to step into the professional teaching environment by sharing, cooperating, and collaborating with their more experienced peers, and to observe seasoned teachers in the classroom.

Changes in the modern educational system in Uzbekistan make the training and professionalism of teachers necessary i.e. improvement of their professional competence. The main purpose of modern education is to match current and future needs of the individual, society and the state, the preparation of multi-developed personality of a citizen of the country, capable to social adaptation in the society, to the beginning of employment, self-education and self-improvement. An open-minded teacher, predicting the results of his operations and modeling educational process is a guarantee of achieving the goals. That is why nowadays demand for skilled, creative, competitive teacher, being able to educate a person in a modern, rapidly changing world has sharply increased.

The term "professional competence" had been actively used since 90s of the last century and the concept became the subject of a special, comprehensive study of many researchers dealing with educational activities (T.I. Rudnev, G.Stein, Fullan M.G., Freeman D. and G. Crookes etc). In the given article the author is attempting to emphasize some points of research, revealing actual problems of teaching process and methodology and what solutions can be implemented to the mentioned problems.

Under the professional competence of teachers one can understand a set of professional and personal skills required for successful teaching. It wouldn't be

inappropriate to state that those ones can be called professionally competent teachers, who carry out teacher communication and various teaching activities on a high level, consistently achieving excellent results in training and educating the students.

The development of professional competence means the development of creative individuality, susceptibility to the formation of educational innovations, ability to adapt to a changing in the educational environment. Professional level of teachers is directly related to socio-economic and spiritual development of society.

On the basis of modern requirements, it became possible to identify the main ways of development of professional competence of the teacher:

1. Working in the teaching unions, creative groups;
2. Researching, experimental activities;
3. Innovative activities, development of new educational technologies;
4. Various forms of educational support;
5. Active participation in educational competitions, workshops, master classes, forums and festivals;
6. Summarizing own teaching experience;
7. Using Informational Computer Technology (ICT).

But none of these methods will be effective if the teacher himself/herself is not aware of the need to improve their own professional competence. Therefore follows the need to motivate and create favorable conditions for teacher professional progress. It is very essential to create the conditions in which the teachers realize own needs to improve their professional qualities. Analysis of personal pedagogical experience activates professional self-development of the teacher, resulting in developing skills in research activities, which are later integrated into a teaching activity. The teacher should be involved in the development of higher educational establishment management that promotes the development of his professionalism.

While making the research the authors of given article distributed questionnaires in the target groups which included students of different courses and proposed to evaluate their teachers' competence in the framework of teaching

foreign languages, the same quiz was organized together with teaching staff of various higher educational institutions. Conclusion of analyzed data provided by students and teachers adduced that the majority of students (about 70 per cent) consider implementing of ICT by the teachers during the lessons not sufficient enough and the percent of data showing frequency of teacher's consultation for students was not so high (about 20 per cent) as well, whereas the participation in different kinds of teacher-training seminars came only to 10 per cent of teaching staff.

Development of professional competence is a dynamic process of incorporation and modernization of professional experience leading to the development of individual competencies, the accumulation of professional experience, involving ongoing development and self-improvement.

The process of formation of professional competence as much depends on the environment, so the environment should encourage professional self-development. The higher educational establishments are established on democratic system of governance. This is both the system of incentives for employees, and various forms of teacher monitoring, which may include questionnaires, tests, interviews, and intra-institutional events to share experiences, competitions, and the presentation of their own achievements. These forms of stimulation can reduce the level of emotional anxiety of the teacher and influence the formation of beneficial psychological atmosphere in the team.

Various prominent scholars were engaged in the research of the study of the professional competence, among them are: Guskey, T. R. "Staff development and the process of teacher change" (1986) and "Evaluating professional development" (2000), Hamilton, J. "Inspiring innovations in language teaching" (1996). J.K. Babansky, B.G. Ananiev, T. Shamova and others. There have been mentioned following aspects of pedagogical competence in the works of these researchers:

- the management aspect: as a teacher analyzes, plans, organizes, supervises and regulates the relationship with the educational process of students;
- the psychological aspect: in what way the identity of teachers influences

to students as the teacher takes into consideration the individual abilities of students;

- the pedagogical aspect: in what forms and methods the teacher is teaching students. The professional competence of teachers is a set of skills to structure scientific and practical knowledge for better decisions of pedagogical and educational goals.

Key indicators of professional competence of teachers of foreign languages include the necessity to develop skills in students' communicative and interpersonal communication, components of which are linguistic, thematic, socio-cultural, educational and cognitive competence.

Basing on the above-mentioned points the authors are trying to create conditions for the revealing of self-reliance and creativity of students in solving communication problems in pedagogical activity, thereby allowing students to see their own development and achievements. Reflexive competence means the real characteristics of learning opportunities for the student and the ability of English language teacher to determine the type of lesson in accordance with the objectives and content of educational material to justify the selection of its content and optimality of the selected methods and techniques of training, i.e. skillfully relate learning theory to practice, the ability to project the received data on the individual potential of a particular individual student and specific learning environment.

The success of students' activities in the English classes depends on how the teacher has laid the basis of students' motivation for learning and self-education. Informational technological competence of teachers of foreign language called to play a big role in it. Indicators of that competence include mastering proper computer skills as well as knowledge of modern teaching technologies to find necessary information and analyze it.

Currently, there are many classifications for assessing the professional competence of teachers of foreign languages. So, the authors suggest considering the classification developed by the methodologist LA. Zimnyaya:

The socio-cultural competence:

- Cross-cultural interaction;

- Language and speech development* learning culture of the native and foreign languages;

The competence of the personal self-improvement and self-development

- Self-improvement, self-regulation and self-development; • social, personal, and activity-reflection;

Information technology expertise

- Mastery of computer skills to find and expeditious processing of necessary information;

- Use of modern information technologies in the educational-cognitive activity of teachers of foreign languages

Thus, the competence of a teacher means a synthesis of professionalism (special, methodical, psychological and pedagogical training), work (work relations, the learning process itself, the optimal use of resources, techniques, and training methods) and arts (acting and oratory.) And nowadays it is evident that the simple combination of knowledge is not able to “form” competent professional specialist, the teacher educating the current generation must have a great sense of responsibility. The purpose of teaching involves the formation of new concepts and methods of operation at the students and the system of scientific knowledge. The purpose of education involves the formation of personality traits and certain traits of character at students as well. The purpose of the development involves primarily the development of the students’ mental qualities at the lesson: intelligence (thinking, cognitive, social and political skills), will and self-sufficiency.

One of the key points is the choice of methods and techniques of training. There has been developed a system of methods in the framework of the theory of developmental education, based on the principle of goal-setting (reflecting a system of goals and student learning), the principle of the binary (reflecting the nature of the interaction of teacher and student) and the principle of problematic (reflecting the presence of contradictions in the learning process and the subject).